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Braille Transcribing

A Manual

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IN COLLABORATION WITH
ADELIA M. HOYT

The American National Red Cross
Washington, D. C.

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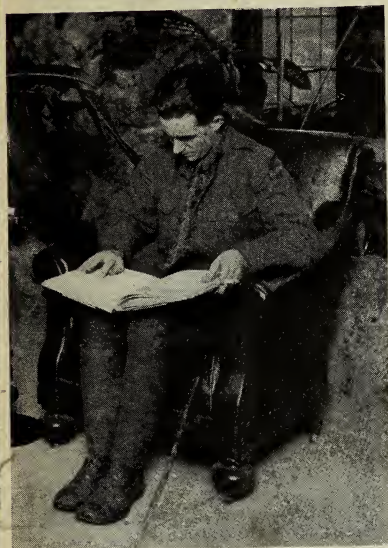
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AMERICAN FOUNDATION
FOR THE BLIND INC.

HV 1669
H6
1925
COPY 1

Braille Transcribing



Blind soldier reading a hand-copied book

"Books are gates to lands of pleasure" is as true for the blind as for those who see. It matters not whether the thought from the printed page reaches the mind through the eye or the finger tips, the quickening, the delight are the same.

Gutenberg with his printing press made books available to the masses. Louis Braille with his system of dots in relief gave the blind books to read for themselves, and gave them also a medium for writing. The reading and writing of a code of raised dots greatly facilitates the education of the blind. It is invaluable to blind boys and girls going through college. With its aid blind men and women master the technique of business and professions in which they succeed. Through a Braille book the blinded soldier caught the first ray of

hope that enabled him to link the old life with the new.

The first Braille was written in France in 1829. Since then it has passed through many changes and become the universal type for the blind, adapted to every language in which they are taught. The present form in this country, Braille, Grade One and a Half, was officially adopted in 1917. It superseded similar looking dot types used in America, known as New York Point and American Braille.

What Braille Is

Braille is a system of raised dots representing letters, groups of letters, figures and punctuation marks. The dots are embossed on paper in sufficient relief to be read by touch. The embossing may be done by hand with simple apparatus. Such Braille is spoken of as hand-copied, and but one copy can be written at a time.

Braille is also embossed on thin metal sheets with a stereotyper, and from them numbers of impressions are taken on paper. This is known as press Braille, and the expense of the work makes hand-copied Braille a necessity. An illustration is the cost of the Braille edition of "The Life and Letters of Walter H. Page". For embossing on brass plates the first half of this

book the American Library Association paid the American Printing House for the Blind \$600.00. The estimated price of plates for the entire book is \$1,240.00, and each Braille copy in ten volumes sells for \$43.40.

A 9 x 11-inch page is the standard size adopted for hand-copied books, and it will contain only about half the text printed on the average page of an or-



A volunteer using a Braille slate. A Braille writer is at her right

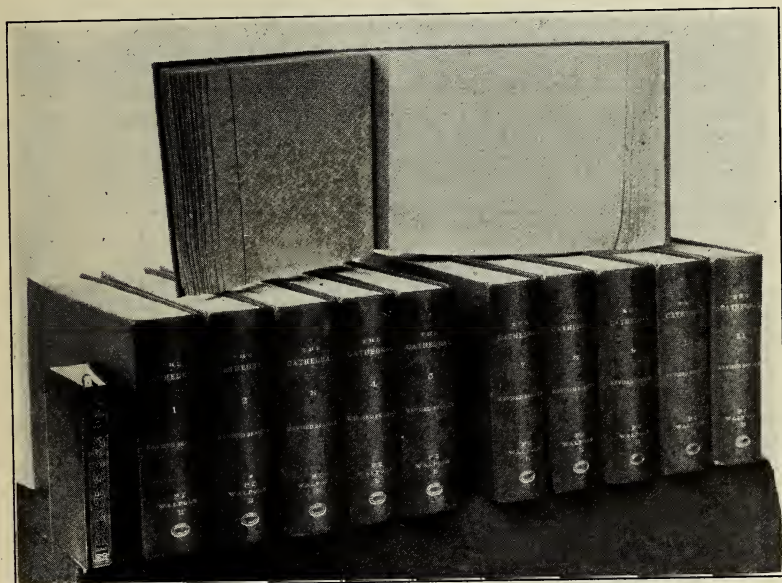
dinary 8vo book. The usual novel copied into Braille makes from seven to nine volumes as large as can be conveniently handled.

Because of the bulk and cost of Braille books there are few private collections. Readers prefer to borrow from well-equipped libraries having facilities for circulating. By a provision of Congress books for the blind go through the mails free of charge when loaned by a library or returned there by a borrower.

Although larger funds have been made available for printing Braille books, although hand-copying has steadily grown, and lending libraries are giving increasing service, nevertheless the supply of reading matter falls far short of demand. The American Foundation for the Blind characterizes the number of Braille books available as "distressingly limited."

England with an endowed Braille press depends upon voluntary copying to supply a large proportion of books produced for her blind. In France and

Germany hand-copied books have been found useful for many years. In America it remained for soldiers blinded in the World War to enlist volunteer braillists to supply some of their wants. Americans, intent on substituting machine-made for hand-made products, had thought to copy a book by hand wasteful of time and energy, but the needs of the blinded soldier changed this feeling; he must have books. If not press made, they must be made by hand. Scattered individuals volunteered for the task. Some of them had much leisure, others only spare hours, but they gave gladly of their time. Few at first, they labored faithfully and laid the foundation of a library,—and demonstrated Braille transcribing an important help to the blind.



A hand-copied Braille edition of "The Cathedral", with a copy of a printed edition at the left. The Braille edition has 1,114 pages in 11 volumes, bound by the Library of Congress

Red Cross Interest in Braille

From the beginning the Red Cross was interested and a number of chapters began Braille transcribing. As the need grew the National organization assumed responsibility, and in 1921 took charge of the work with a Director of Braille working in cooperation with and through the Library of Congress.

Under the fostering care of the Red Cross, transcribing has steadily grown until there are certified workers from Maine to California and from Florida to Washington.

What of the results? First, books, more than two thousand volumes covering a range of subjects; fiction by the best modern authors, biography, history, travel, essays, drama, etc.

It is difficult to express what these books meant to the blinded soldier. They stimulated his interest in reading, and reading once more for himself in many cases proved a keynote to rehabilitation. Their own words best show their appreciation. A lieutenant writes:

"The work was well-nigh perfect. My thanks go to the transcriber, the Red Cross, and all who are working to make this splendid service a living force. My hope is that some day I may be able to repay the kindness by bringing the same service to another one situated as I was when the only avenue of help open to me was that of volunteer Braille transcribing."

Others write concerning hand-copied books loaned to them:

"I am returning the seven volumes of *The Story of the Great War*, by Roland Usher. It is one of the fairest views of the war I have read. One's interest is aroused from the start and it is held until the very last. I did not stop reading until I had finished the last volume and the last word. You could not have sent me any book I would have enjoyed more."

"I hardly know how to tell you what a joy I felt after looking over the wonderful books in Revised Braille on American Poetry that you so promptly sent me. I know they are priceless books and I shall take the best care of them



Class.

Vol. . .

Copy .

Book plate designed for "Evergreen"

and shall return them as soon as I get through with them. I especially like the neat volume of Edgar Allan Poe."

"The statement and belief that books are man's best friend is certainly true in the case of blinded people who have been deprived of so many other pleasures. I find a great deal of pleasure in a good story in Braille. If my interest in Braille literature is in any way a measure of the interest of the average blind soldier in such literature, it is hard to overestimate the value."

A Joy to the Sightless

With preparations for closing Evergreen training school for blind soldiers in June, 1925, books for years in that library for the exclusive use of trainees were released for country-wide circulation. Through lending libraries they now go out to ex-service men wherever they may be, and many find more time for reading than they did while in training.

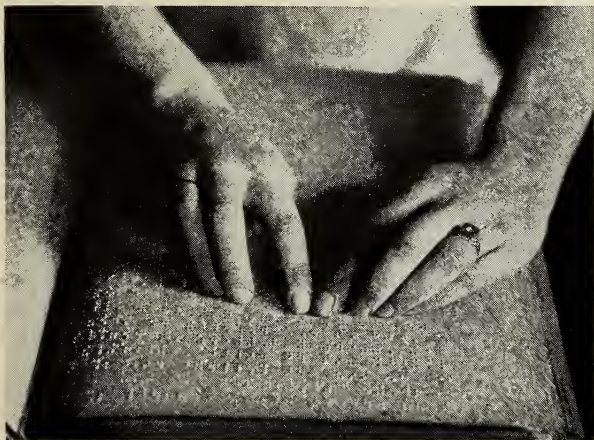
The pleasure of the general reader, privileged to share the hand-copied books, knows no bounds. From many come expressions of delight. They commend the character of the subject matter, the size and form of the volumes, the clearness and accuracy of the Braille, and show a fine appreciation of the time and devoted effort so willingly contributed. A lonely deaf-blind woman writes:

"I always look at the title page of hand-made books to see not only who is the author, but the name of the adorable person who transcribed it. Their places in my heart are pretty well warmed and feathered when they use their time and hands to make books that will some day or other fall into my hands."

Other readers have written:

"I am thrilled by the hand-copied books. The work is so wonderful and is such an untold blessing to the blind. Will you let me know when more new titles are ready."

"They are such readable books, and my thanks go to all who minister to



Reading hands

us. If trials befall them may God raise up for them as courteous and kind help."

"The House of Merrilees, by Archibald Marshall, has reached me safely. The last of the nine volumes arrived yesterday and I am looking forward with the greatest pleasure to reading the story. Coming just at this time makes it seem almost like a Christmas present and as I prefer books in raised print to any present in the world, you can imagine how happy I am."

"I am a hand-made book convert. They are splendidly done and are giving us the joy of new worth-while literature."

"The hand-copied books include such fine things. I shall be grateful for all I may be privileged to borrow. I have read practically everything in raised print and am hungry for books."

The Hope of the Future

The transcription of books by volunteers has awakened interest in the blind who had seemed to many a class apart,—different in some intangible way. Braille proved the common ground on which they met and understood each other. No one who has punched a page of Braille is any longer a stranger to the blind, or indifferent to their problems.

Interest in students has led braillists to copy for them law and insurance texts, French, Latin and Greek, etc. The transcription of Homer's *Odyssey* into Greek Braille is a recent achievement of one volunteer.

Transcribing has won recognition in the United States. The American Foundation for the Blind has endorsed the work as established and carried on by the American Red Cross, and has offered substantial assistance and cooperation. The head of one of the departments of the Foundation recently stated that hand-copied books are the hope of the future for blind readers.

From time to time some one hears a rumor that "no more hand-copied books are needed." Occasionally these reports seem to come from reliable sources, but when followed up have been discredited, possibly to the honest chagrin of well meaning persons not informed about the national or world problem of shortage in Braille literature.

Transcribing is not easy. It is puzzling but intriguing, exacting but satisfying. Persons of average intelligence and fair education can master it, but to do the accurate work required one must have patience and perseverance, the ability to concentrate and to exercise care in small details. The Red Cross solicits volunteers. It provides a course of instruction which is given by correspondence, or, where possible, through local teachers. At the end of the course a certificate of proficiency is awarded.

Any attempt to popularize transcribing as a means of securing large numbers of students is a waste of time, effort and money. It is for picked workers prepared to give a quiet hour a day and loyal devotion. *There is one standard of work, namely perfection.*

In the second year of this work some books were sent to Miss Helen Keller for examination. She wrote:

"I am much pleased with the accuracy shown by Red Cross volunteer copyists in Braille work. I used to feel keen regret because many hand-made

copies I borrowed from different libraries were full of errors. So it was a real pleasure to me to run my fingers over these books."

The volunteers now engaged in Braille work are women and men possessing the necessary qualities and bringing to the work rare gifts of brain and heart. And what do they think of it? Here is what some of them say:

"I am so fascinated with it all that I cannot keep away from it, and am very happy that the opportunity came to me to take it up. With the pleasure of it all to feel that I am doing some good!"

"It is the most appealing work I have ever done."

"Braille certainly teaches one perseverance, and concentration, and a fiendish desire to win out. It has been a life saver to yours, most gratefully."

The Chairman of Braille in a Western Chapter writes:

"It would do your heart good to see these women. They are so anxious to make good, so happy to be able to do something for the blind."

To quote from one who found transcribing a source of comfort in sorrow:

"Nothing has taken me out of myself as the Braille—with its necessary concentration."

The spirit in which any work is done determines its character and success. The unprecedented success of volunteer transcribing may be explained both by the wish to serve others and by the challenge and self-help people find in it. Before mastering Braille, and afterwards, workers meet real difficulties and discouragements, but their letters reveal a beautiful spirit which the work seems to engender:

"It seems to me that one of the greatest advantages offered by the Red Cross in this work is that it is a link between those who need a helping hand and those who are eager to lend it."

"As a silent discipline in concentration, patience, and self-control, Braille writing seems to me quite remarkable. Last but not least one learns humility. I look upon my little machine as a recording gauge of health, of brain and poise."

"You surely spoke the truth when you told us Braille is 'fascinating', and I'm not sure in my case that it isn't going to be demoralizing, for I find myself leaving undone the things I ought to do to Braille. And it *is* work! But so satisfying to feel that I am doing something definitely useful that will last at least a few years. I should like nothing better on my tombstone than 'She Brailled a Book'."

Ownership of Books

Transcriptions may be presented to any circulating library of recognized standing, or to local schools and other institutions for the blind. Without other arrangement they are bound and circulated by the Library of Congress which lends them wherever needed in the United States.

It is understood that libraries and other institutions accepting manuscripts will bind them. The destined ownership in no way effects or alters the requirements in regard to proof-reading and the careful preliminary work needed to prepare Braille for binding.

In deciding where to place material, chapters will wish to consider both

local interests and the greatest good to the greatest number of readers. Unless there is in a locality in addition to an apparent need some prospect of an adequate collection, the gift of a dozen or a hundred volumes is usually undesirable, as they will soon be read by blind residents and lie on the shelves unused. A library without equipment for announcing and sending books to many blind readers will scarcely wish to go to the expense of binding and caring for a few Braille volumes. It will prefer to direct applicants to libraries keeping stocked with publications for the blind and having facilities to circulate them by mail. There are at present about eighteen circulating libraries having rather complete or growing collections for the blind. A list of them with circulation statistics may be had upon application to the American Library Association, 86 E. Randolph Street, Chicago, Ill.

Duplicating

The customary Braille edition of a press-made book is from fifteen to twenty-five copies. An edition of forty copies is large. These figures show that the single Braille copy produced by voluntary hand work serves more adequately than at first imagined.

To enhance the value of hand-copied work, means of duplicating it have been tried. It has been demonstrated that Braille written with slates and writers now available is not ideal for duplication. Experiments prove, however, that dots in higher relief with less diameter can be embossed without breaking the paper, and that from such dots excellent duplicates can be obtained.

Sample books are being made by a few transcribers who have gotten expert mechanics to adapt the pits and styli of their machines. How legible readers of every age find these books will be reported by libraries and schools. Should they prove as satisfactory as experiments promise, slates and writers will be adapted to duplicating.

The sample Braille pages accompanying the Manual were produced by duplication.

The Study of Braille Transcribing

Course of Study

Braille may with sufficient practice be mastered in the ten lessons on pages 21-34. These are followed by a test and the copying of a fifty-page trial manuscript. When the manuscript is favorably reported the student is awarded a certificate and becomes an accepted transcriber.

The lessons have been found eminently satisfactory by both individuals and groups. Pending arrangements with the local chapter of the Red Cross prospective students may undertake Exercise I on page 22, and mail the result of their efforts to the Red Cross Director of Braille Transcribing, Library of Congress, Washington, D. C., for criticism and correction. With the first work forwarded to Washington, the student should send the detached blank on page 23, properly filled out. If it is not convenient for the student to secure the required endorsement of the local chapter in advance, the chapter will be notified through National Headquarters upon receipt of the student's initial effort, as it is essential that arrangements be made for the local chapter to underwrite the cost of the proof-reading of all manuscript that may subsequently be produced for general circulation before any student can be enrolled for the course. Beginners are promptly given the names and addresses of any nearby certified transcribers or qualified blind teachers who may give encouragement or assistance to the student.

Necessary Equipment

There are two ways to write Braille books by hand,—with a slate and with a writer.

The *Braillewriter* has six keys corresponding to the six dots of the Braille group. All or part of them may be pressed at one time to emboss any combination of dots.

There are two makes of Braille Writers, the Hall-Braille Writer and the Braillewriter. Instructions accompany each. The *Hall-Braille Writer* is manufactured by the Cooper Engineering and Manufacturing Company, 558-560 West Washington Boulevard, Chicago, Ill. Prices quoted July, 1925: iron frame, \$35.00 f. o. b. Chicago; aluminum frame, \$37.50 f. o. b. Chicago. The *Braillewriter* is manufactured by Perkins Institution for the Blind, Watertown, Mass. Price quoted July, 1925; \$49.00, f. o. b. Boston, Mass.

The advantages of writers are: visible writing, minimized physical effort, and somewhat quicker work.

The *Braille Slate* consists of a backboard with a movable metal guide and stylus. The paper is placed between the two parts of the guide, which opens

on the right side. In the top of it are openings corresponding to the Braille cell. Through these openings, dots, one at a time, are pressed with a stylus, *working from left to right.* (See illustration, page 4.)

Braille Slates are sold by the manufacturers of Braille Writers. Two offered July, 1925, are of suitable size: Perkins Institution's Model 23 at \$1.90, postage paid: and the Cooper Engineering and Manufacturing Company's 37-cell Desk Slate at \$2.00 f. o. b. Chicago, packing weight two pounds.

Braille Slates may also be purchased through National Headquarters of the Red Cross at \$1.90, postage paid.

Braille written on a slate is quite as satisfactory as that done on a machine. The slate is inexpensive and easily carried about.

Paper tested and approved by the Red Cross must be used. It will be sent prepaid from the following places at 47½c per 100 sheets or \$4.75 per 1,000 sheets: The National American Red Cross, Washington, D. C.; Pacific Branch, American Red Cross, Grove and Larkin Streets, San Francisco, Calif.; and Midwestern Branch, American Red Cross, 1709 Washington Avenue, St. Louis, Mo.

Braille written on unsuitable paper is a waste of time and effort. A hand-copied Braille book should last many years, but its life depends first upon the life of the paper. "Braille paper" sold to pupils by schools for the blind is usually for temporary notes and is not selected with a view to its lasting qualities. All papers containing ground-wood pulp and sulphite fiber rapidly become brittle. Papers guaranteed by local dealers to be free of these substances will be tested if desired.

Erasers (copper rivets) to press down Braille dots will be furnished without charge to registered Braille workers by Red Cross chapters. (Bone erasers are no longer manufactured.) Instructions for use will be found on page 18.

A Dictionary is an essential part of equipment. Its need is exemplified in the *Word List* printed on pages 41-44. While the division of words given in any standard dictionary is accepted, *proof-readers* follow Funk & Wagnalls New Standard Dictionary (unabridged) and Funk & Wagnalls Desk Standard Dictionary (price \$2.25 to \$2.75). Syllabication in these two editions is identical. Other dictionaries and other editions of Funk & Wagnalls vary somewhat.

Optional Equipment

A simple and convenient *book holder* to hold open and upright the book from which copying is done, has been designed by the Boston Metropolitan Chapter. They may be had at fifty cents (50c) each, or in lots of twenty-five (25) at thirty cents (30c) each. Address Chairman of Braille, Boston Metropolitan Chapter, American Red Cross, 45 Newbury Street, Boston 17, Mass.

How to Prepare Braille Manuscript

Write the long way of the page. By this arrangement one secures 19 to 21 lines $8\frac{1}{2}$ or 9 inches long. Twenty-one lines are gotten by a few transcribers using writers. They report putting a heavy rubber band about the paper and back frame of the machine when writing line 21, typing slowly so the paper does not slip out.

Margin. Leave a margin of $1\frac{1}{2}$ inches (this is required, more is unnecessary) on the binding side, which is the right side of slate work and the left side of machine work. The three remaining edges should have $\frac{1}{4}$ -inch margins.

Follow text exactly to give a blind reader the benefit of the author's full intention.

Paging. Follow rule 13 d. Because mistakes in page numbers are confusing and difficult to correct, *before putting a sheet into the slate or writer* number it in the corner with pen or pencil to indicate the Braille number to be written in later. If neat and clear this number will be of service to the bookbinder.

Title. The title of a book must be in all capitals centered at the top of each page, on the same line with the page number. (See model page of text, page 47.) To lessen the work and provide for three clear spaces before the number, long titles may be shortened, as *Renfrew* for *Renfrew of the Royal Mounted*, (not *Renfrew of the R. M.*); *Indiscretions of Archie* for *The Indiscretions of Archie*. Do not abbreviate words. Leave no space between the title and text except on page one. Put the book title at the top of every page of a book of separate stories, essays, etc. Put the titles of the stories on the page of contents and on page 1 of each story, essay, etc., below the book title, with a space between book title and story title, and between story title and text. The same arrangement is correct for chapters of books.

Paragraphing and spacing. See the last half of the preceding paragraph. Rule 4 should be closely followed.

Braille volumes should contain from 80 to 100 pages, with an occasional volume running to 105 pages. Begin each chapter on a fresh page. To make volumes uniform in size, chapters may be divided at the end of a paragraph where a break in the thought affords a suitable place. Transcribers who can judge and divide as they work (estimating the whole before starting) will often save re-copying pages where division must occur.

Title pages. Follow model, page 46. Always include subtitles and explanatory titles and the name of author copied exactly from the text.

Page of contents. Each volume should have a page listing the contents. Follow model, page 46.

Prefaces, forewords and dedications should be transcribed.

Foot-notes may be omitted when they refer to books not likely to be in Braille. Include all notes which seem of value to a reader.

How to end every completed text is explained in rule 13 c, page 40.

Shellacking

The *back* of every page of hand-copied Braille to be bound into books for circulation needs a coat of shellac to keep the dots firm. It is *desirable* to have the work done *before manuscript is mailed*. Corrections can be made after shellacking. Some transcribers prefer to shellac their own manuscript; some enlist the services of members of the family, friends, or Red Cross members who are not transcribers; others forward work unshellacked and it is done in Washington by the Staff Assistance Corps of the District of Columbia Chapter and by members of the Junior League. A correctly shellacked sample page will be sent upon request. How the work may be satisfactorily done is here described:

Liquid white shellac and denatured alcohol are combined and applied with a camel's hair brush. A good brush is an inch wide and has bristles about an inch and a half long. *Shake the shellac container well* before pouring any out, then thoroughly stir into two parts of shellac one of alcohol. They do not mix readily, but must be well blended to avoid streaked pages. These proportions should produce a mixture nearly right for use. Test it by shellacking a piece of paper. There should be *no gloss*, but when dry the page should show that it has been shellacked. It is impossible to give exact proportions for proper dilution as shellac varies. Some may require almost an equal part of alcohol. Thin any shellac to just below the point of glossing. Too thin a mixture warps the paper and does not harden the dots, and too thick a mixture either fails to go into the depressions or seeps through broken dots and makes them sharp and uncomfortable to touch. Shellac should be put on with the tip of the brush so the bristles go *into the Braille depressions*. *Stipple, do not brush*, and do not coat the margins or blank parts of a page. Prepare small amounts of shellac at a time as it thickens quickly. To keep the consistency right a little alcohol may have to be added while working. *Press wet brushes against the side of the container to squeeze out all excess shellac, so that the part of a page first shellacked may not be coated more heavily*. Care should be taken to let the shellac dry thoroughly before stacking pages, otherwise they will stick together.

Mailing Instructions

Fasten *inside* every package of manuscript a slip bearing *in Braille and in ink* the name, address and chapter of the transcriber, the title, author and number of pages of the book. If the manuscript does not begin with page 1 and finish with the end of the entire book, state from what page to what page. These details make it possible to record and acknowledge the receipt of manuscript, and to leave the volumes padded and tied up ready to send to the proof-reader. Material is frequently unwrapped in the mail room, so the address of the sender on the outside of the package is not sufficient to identify it. Please arrange pages in order, *not as you write them*, but as the blind read them, embossed side uppermost. Lay a thickness or two of newspaper,

the size of the manuscript, between groups of pages, protect with cardboard, wrap with paper and tie. Address: Red Cross Director of Braille Transcribing, Library of Congress, Washington, D. C. When mailing Trial Manuscript, send the additional data requested in "Include in this letter" under *Trial Manuscript*.

Trial Manuscript

A trial manuscript should consist of not less than fifty pages of Braille. It may contain more than one article.

Material for trial manuscript written with a view to a certificate is to be chosen by the student and need not be submitted for approval. While it is trial work and not to be bound into permanent form it is used for tubercular readers, etc., and in such distribution fills a real need. For this reason choose new matter from current periodicals in *preference to well-known and classic stories* (Kipling, O. Henry, de Maupassant, etc.), which are sure to have been copied.

Nothing written before the *test* has been approved is accepted toward a certificate, or proofread. *Do not send trial manuscript in installments.* It can neither be accepted nor reported in parts.

To facilitate acknowledgment and proof-reading of the trial manuscript, tag it in Braille and in ink "*Trial Manuscript*", and send under separate cover a letter saying there is being forwarded a Trial Manuscript entitled.....

..... by in pages, transcribed by....., of Chapter,

A. R. C. *Include in this letter suggestions for your next, your first permanent Braille work.* See "Selection of material for work after certification," page 16. A desirable form to use is: The following suggestions are made for my first permanent work:

TITLE

AUTHOR

- 1.
- 2.
- 3.

Trial manuscripts are read in turn, but it is aimed to have them reported within two weeks of receipt. Make sure that there has been no delay in shipment if not heard from promptly, then call attention to the matter.

While waiting for reports students should practice. Practice Braille may be given to blind acquaintances or sent in for special uses if marked in Braille on page one "Practice Work". It is neither proofread nor bound, but is given to those who may not borrow from libraries.

Certificates

All students whose trial manuscripts are found to be satisfactory are awarded the Certificate of proficiency in Braille Transcribing, issued by the American Red Cross. With notification that the certificate has been awarded, the Director of Braille Transcribing will write which one of the titles

suggested by the student for her first permanent Braille work, is to be copied. See "Include in this letter suggestions for your next work", under *Trial Manuscript*, page 15. Work on it may be begun at once. Certificates are issued once a month and distributed through Red Cross Chapters.

Selection of Material for Work After Certification

All material to be brailled after certification must, before work is begun, *be approved by the National Director, or by the library for which the material is to be copied*, and the Director notified. This arrangement avoids duplication.

Transcribers are urged to choose material for their copying. It gives variety, and has been found a distinct advantage to copy something one personally likes. It is safe to believe that one's tastes are paralleled in those of touch readers. When selecting books bear in mind that *variety is needed* and every kind of *good literature is wanted*: fiction, biography, travel, history, essays, philosophy, science, poetry and drama.

For first permanent work after one has been recommended for a certificate it is advisable for most persons to do another article or story that will make from ninety pages of Braille upwards. If something is chosen from a series, a collection or compilation, state the complete title of the book and name of the compiler (if any). It is hoped that those whose accuracy warrants it will then transcribe books, as *beginners copy an abundance of short articles and stories*. A few whose trial manuscripts are found above the average in accuracy may begin to work on a book. Transcribing a book seems an undertaking. For some it may mean a year's work, but it is worth while and rewarding. Completing a chapter is not unlike finishing a story, and a book in chapters is more desired by most blind readers than a volume of articles or stories.

We are willing to suggest books for copying if the transcriber feels unable to recommend some from her own reading, but we *cannot suggest short material*. Experience shows that in few cases are transcribers able to locate articles and stories mentioned. Collections are found out of print, the edition of a magazine sold out, etc. *Mentor, The National Geographic Magazine, Asia, The Saturday Evening Post* and other current periodicals contain acceptable matter. Articles of timely interest are not suitable for Braille books which require time for proof-reading, correcting and binding.

It is difficult to avoid some duplication of good short material, and for this reason the shorter manuscripts will be distributed among libraries for the blind, as expedient, unless transcribers volunteer their preferences in the matter. The ownership of other manuscripts is explained on page 9.

Send Only Completed Manuscripts

Only finished articles and books are proofread. In the case of books, special arrangement may be made to send portions when it is inconvenient to hold all until completed. In such cases only consecutive chapters may be sent, after each page is numbered in Braille.

Send "Copy," with Transcriptions

It facilitates proof-reading to have the printed copy from which transcriptions are made. This is especially true when copying is done from periodicals. When magazine material is reprinted in book form it is revised and serves poorly for comparison. Books sent with transcriptions will be cared for and returned.

All hand-copied Braille is proof-read by blind persons qualified for the work by passing the Red Cross Course in Proof-reading, and are thereby afforded an opportunity to engage in work, at a small compensation, for which they are peculiarly adapted. The cost of proof-reading during the period of training is met by appropriation from the national fund of the Red Cross, but, after the student has been awarded a certificate the cost of proof-reading material prepared for general circulation, three cents per page, must be paid or underwritten by the local chapter. Volunteer Braillists who desire to pay for the proof-reading of their own work may make the necessary arrangements with the local chapter or with the Director of Braille Transcribing.

Proof-reading is done in order that books may be made as correct as possible. Every person desires to hear about the quality and acceptability of transcriptions sent in, so a report is made on each manuscript. Criticisms are designed to be definitely helpful, and suggestions that will aid in making them more constructive will always be appreciated. Time must be allowed for reports as completed manuscripts are read in order of their receipt.

It is planned to train, wherever possible, competent local proof-readers to cooperate directly with transcribers.

Habitual readers among the blind make good proof-readers only in about the same proportion as habitual readers among the seeing. A good education and natural fitness are prime requisites and must be supplemented by a course in technique.

Keep the Manual Up-to-date

Enter on page 45 any new instructions or advice transmitted in form letters, particularly the yearly Christmas letter. This letter and the *Annual Report* keep one in close touch with the progress and development of the work. Copies of each are sent by Red Cross chapters to every transcriber enrolled. Many find the report an inspiration.

General Directions for Using Writers

to supplement those furnished with machines by the manufacturers

All machines depend for successful operation directly upon cleaning and lubrication. *Oil regularly* according to advice received with the machine, and eliminate some of the possibilities of getting a machine out of order.

The parts of a machine are held together with screws and bolts. Keep them tight with screw-driver and wrench.

Insert the paper from the back, pushing one of the long edges of the paper between the rollers as far as it will go,—and turn the knobs toward you. Lines are to run the long way of the paper. *If the paper is run in unevenly* it cannot be pulled into position, but must be rolled out and started again.

The keyboard has six keys and a space bar. The space bar is the metal key in the center. The keys are the three on each side of the space bar, the two next the space bar being operated by the index finger of each hand and embossing the top dots of the Braille cell; the two middle keys are operated by the second fingers, and the two outer keys, which make the bottom dots, by the third fingers. By using the fingers thus the greatest accuracy and speed are obtained, as with an ordinary typewriter by the touch system.

To produce bold Braille with the least effort raise the hands until the tips of the fingers are well above the keyboard, then strike the keys a sharp blow; the weight of the hands assists in this "hammer" method. Pushing down on the keys has a tendency to make characters with dots of uneven heights, and is fatiguing.

A restful position requires that the writer be on a low table so the operator may work with the elbow in a natural position and the wrist on the same level.

Directions for Using Slates

Place the metal guide horizontally on the backboard with the open end at the right. Fit it into the holes nearest the top on each side. Lift the clamp at the top of the board and put the paper (one of its long sides) as far up as it will go and a little over the left-hand edge of the board. Let it pass between the upper and lower part of the guide. The paper is now inserted so lines of writing will run the long way of the page.

Hold the stylus as nearly vertical as possible with the top resting under the soft part of the forefinger between the second and third joints. Do not hold it like a pencil. Press dots into the paper through the openings in the guide. Note that six dots can be made in each opening or cell; one in each corner and two in the middle. If the point of the stylus presses the paper vertically it will make the dot directly into the pit below. If the stylus strikes the edge of the pit it makes a poor dot and cuts the paper.

Writing is done from right to left, making one character in each cell, or opening, in the guide. Skip one cell for a word-space. When four lines have been written, raise the top of the guide at the right to release the paper, and, lifting each end, slide it down into the next holes. This will give perfect alignment. Continue lowering the guide until the whole page has been written.

To work without unnecessary fatigue, the slate must be on a table low enough for the operator with elbow in a natural position to write without having the wrist on a higher level.

How to Use the Eraser

Dots can be pressed down with an *eraser*. (See *Necessary Equipment*.) Some of the best results are obtained with a bone handle having a small blunt end like the copper rivet. Corrections are discouraged. If made, they should look neat and press the paper thoroughly back into place so the dots will not swell up when shellac is applied. Swing the eraser first about the outer edge of the dot, then *press, do not rub*.

Alphabet for Writer Work

ALPHABET NUMERALS WHOLE-WORD

LINE 1

| | | | | | | | | | |
|---|-----|-----|----|-------|------|----|------|---|------|
| a | b | c | d | e | f | g | h | i | j |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |
| a | but | can | do | every | from | go | have | | just |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |

ALPHABET WHOLE-WORD

LINE 2

| | | | | | | | | | |
|-----------|------|------|-----|---|--------|-------|--------|----|------|
| k | l | m | n | o | p | q | r | s | t |
| knowledge | like | more | not | | people | quite | rather | so | that |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |

ALPHABET WHOLE-WORD

CAPITAL AND NUMERAL SIGNS

LINE 3

| | | | | | | | | | |
|----|------|----|-----|----|------|-----------------|--|--|-----------------|
| u | v | x | y | z | w | | | | |
| us | very | it | you | as | will | Capital Sign | | | Numeral Sign |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | | | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | | | ⠠ |

PUNCTUATION MARKS

LINE 4

| | | | | | | | | | | |
|---|---|---|---|---|---|------------|--------|-------------|---------|--------|
| , | : | ; | . | ! | ? | apostrophe | accent | italic sign | decimal | letter |
| | | | | | | ' | ˘ | | . | sign |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |

LINE 5

| | | | | | | | |
|--------|--|---------------|--|-----------------|---|-------------|---|
| hyphen | | fraction line | | quotation marks | | parenthesis | |
| - | | / | | " " | | () | |
| ⠠ | | ⠠ | | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | | ⠠ | | ⠠ | ⠠ | ⠠ | ⠠ |

COMPOUND SIGNS

LINE 6

| | | | | | | | |
|------|---|----------|--|---------------|---|----------|---|
| dash | = | asterisk | | single quotes | | brackets | |
| — | | * | | ' ' | | [] | |
| ⠠ | ⠠ | ⠠ | | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | | ⠠ | ⠠ | ⠠ | ⠠ |

WHOLE-WORD SIGNS PART-WORD SIGNS

| | | | | | |
|-----|-----|----|-----|------|----|
| and | for | of | the | with | in |
| and | for | of | the | with | in |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |

WHOLE-WORD SIGNS HAVING DIFFERENT PART-WORD VALUES

| | | | |
|-------|------|-------|-----|
| shall | this | which | out |
| sh | th | wh | ou |
| ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ |

PART-WORD SIGNS

| | | | | | | |
|----|----|----|----|----|-----|----|
| ar | ed | en | er | gh | ing | ow |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |

FRENCH ACCENTED LETTERS

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| ç | é | à | è | ù | â | ê | î | ô | û |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |

Diæresis—See Rule 12c.

| | | | | | | |
|---|---|---|---|---|---|---|
| ë | ï | ü | ä | æ | ö | œ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |
| ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ | ⠠ |

Reversed Alphabet for Slate Work

[illegible]

Lessons

Directions for Using Lessons

The following lessons and the fourteen rules to be studied in connection with them should prepare a student to copy into Braille any ordinary text.

The lessons become more and more difficult and must be mastered in turn, otherwise the student will soon become discouraged.

Write out the *exercises* one at a time and submit to the qualified local instructor or to the leader of your group. Individuals working alone and leaders of groups studying without a teacher send their lessons to the Director of Braille Transcribing at Washington. Wait for a report before going ahead. It is much easier to learn to write correctly in the beginning than it is to unlearn wrong habits. Reports on all lessons will be sent promptly. While waiting practice daily.

While the first lessons may be written on any paper that will hold the dots, the standard paper should be used as soon as possible, not later than lesson six. (See "Paper tested and approved," page 12.)

All lessons should bear the name, address and chapter affiliation of the student, and not later than lesson 3 this information should be written in Braille. (See blank to be filled and forwarded, page 23.)

When franking labels are used for mailing manuscript to Washington, no correspondence may be enclosed. Lessons may be rolled, folded, or sent flat in large envelopes. They do not require the same care in packing as must be given to other manuscripts.

Students of these lessons *using slates* study Reversed Alphabet for Slate Work, page 20, which reads from right to left. Those *using writers* study Alphabet for Writer Work, page 19. The same instructions and rules govern both.

Corrections

Some mistakes in Braille may be corrected. With an eraser (see Necessary Equipment) wrong dots can be pressed out and with a slate the right dots inserted. It must be done with care and precision, otherwise there will be a blur which hinders reading. After a correction is made the dots should have the same bold relief as before and the spaces between should be smooth to the touch.

Omitted and misplaced dots, reversed letters and signs may change the sense of a word or sentence. With care and concentration such errors may be reduced to the minimum.

A more serious error is the omission of letters, word-spaces and punctuation marks, because there is no space to insert them. As an emergency measure it is sometimes allowable to crowd words, leaving but half a space between. In such cases part or all of the word or the adjoining word must be erased.

Select the part containing the fewest number of dots and utilize all dots possible in the new characters. When such mistakes occur near the end of the line the word may be pushed out into the margin one or even two characters, provided always that a little margin is still left. Occasionally a character may be inserted in the margin at the beginning of the line.

When contractions are omitted or so used as to violate rule 8 no correction is recommended. The proof-reader will inform the transcriber of all such mistakes in order that they may not occur in future work.

At best corrections are unsatisfactory. It is far easier to avoid an error than to correct it. *Accuracy is the first, last and chief qualification of a transcriber.* Speed is not to be considered. With practice one will write rapidly enough.

LESSON ONE—ALPHABET

The Braille group or cell consists of six dots in two vertical rows, three high and two wide. Each Braille character is formed of one or more of these dots and occupies a full cell or space.

For convenience the dots of the Braille group are numbered, and *their numbers remain the same* whether read from the embossed or reverse side.

| | | | |
|---|---|---|---|
| 1 | • | • | 2 |
| 3 | • | • | 4 |
| 5 | • | • | 6 |

When writing on the slate the reading of the numbers is reversed, and begins at the right. Dots 1, 3, 5 are always on the near side.

| | | | |
|---|---|---|---|
| 2 | • | • | 1 |
| 4 | • | • | 3 |
| 6 | • | • | 5 |

Learn the first ten letters of the alphabet, memorizing them by number. (See alphabet page, line 1.) A, dot 1; b, 1, 3; c, 1, 2; d, 1, 2, 4; e, 1, 4.

The first ten letters are formed from upper and middle dots and are the foundation of the system. They must be carefully memorized. There is danger of confusing e and i; f and d; h and j. Different methods have been employed to avoid such confusion. Some picture f, d, h and j in a square. Others recognize a slight resemblance to ink print letters, and still others find it helpful to remember that dot one is the initial dot in the first five characters. After all it is a matter of memory, and once mastered will save much trouble in the future.

Write Exercise I, which is made up of words formed from the first ten letters. Leave one space between words:

EXERCISE I

abide, added, aided; bade, beef, big; cabbage, chaff, chide; deaf, decide, died; each, ebb, edge; face, feed, fig; gage, gibe, gig; headache, hedge, high; ice, idea, if; jade, jagged, jig.

This blank is to be filled in *by the student* and sent with the first Braille work (lesson or test) forwarded to Washington. A report on any but lesson one will be made only after an arrangement has been effected with a Red Cross Chapter. Chapters bear the expense of proof-reading transcriptions by their certified braillists.

Date.....

Please *print* name as used in lessons, test, etc., and as it is to appear on Certificate.

Name.....

For mailing (with Miss, Mr., or Mrs. and husbands' initials)

Name.....

Personal Address.....

I have arranged to carry on my Braille work through.....

Chapter, American Red Cross.

Students who work also as members of the Junior League, Colonial Dames, clubs and church groups, etc., add below the name and address of that organization:.....

LESSON TWO—ALPHABET (Continued)

Learn the remaining letters of the alphabet. Note that the second ten are formed from the first ten by adding dot 5. The remaining letters of the alphabet, except w, are formed in like manner by adding dots 5 and 6 to the first five. Original Braille was French and the French alphabet has no w, so when Braille was adapted to English, an arbitrary character was added for w. (See alphabet page, lines 2 and 3.) There are no capital letters in Braille, capitals are indicated by placing dot six immediately before the letter to be capitalized. Learn the capital sign, period, comma and hyphen. (See alphabet page, lines 4 and 5.) Study rule 2 on capitalization, and rule 4 on spacing. Write the following:

EXERCISE II

I am learning to write Braille and find it very interesting.

I know I shall enjoy it, but it requires patience, care, concentration and zeal. It must not be done hurriedly. Each step must be mastered before the next is attempted.

I am trying very hard not to confuse the letters d and f, e and i, h and j, and r and w.

This course in Braille transcribing is conducted by THE AMERICAN NATIONAL RED CROSS.

(Sign name, address and Chapter affiliation.)

LESSON THREE—NUMERALS AND PUNCTUATION

Numbers are on the first line of the alphabet page. Study rule 3 and apply it to Exercise III. Observe that the rules for spacing apply to numbers as well as to words.

Memorize all punctuation marks on the alphabet page, lines four and five. Excepting the accent mark and italic sign, all punctuation marks are formed of middle and lower dots. There is danger of confusing the opening and closing quotation marks. This will be avoided if one remembers that quotation marks turn toward the enclosed or quoted part. Study rule 4 in regard to spacing. It is important to observe the difference between the apostrophe and the capital sign, the former being dot 5, the latter, dot 6. Letters a, b, k, l, and the comma, semicolon and apostrophe are made on the near side of the cell—of dots 1, 3, 5. The accent mark, italic sign, letter sign and capital sign are made on the far side of the cell—of dots 2, 4, 6.

COMPOUND SIGNS

Compound signs are those which occupy two cells or spaces. They are: asterisk, single quotes, brackets, dash and equality sign. (See alphabet page, line 6.) For the first of these see rule 11. The opening single quote is exactly like the opening double quote with dot 6 before it; the closing single

quote is like the closing double quote with dot 5 after it. In both cases the single dot is in the lower part of the cell nearest to the other character. The single quote turns toward the part quoted the same as the double quote.

The same relation exists between the bracket and parenthesis. The bracket, being a compound sign, is made exactly like the parenthesis, but has dot 6 before the opening sign and dot 5 after the closing sign.

The dash is sometimes confused with the hyphen. It is longer than the hyphen in ink print and in Braille it is represented by two Braille hyphens. There should be no space before or after it, and whole-word signs may be used at either end. The equality sign resembles the dash but is in the middle of the cell instead of the lower part: it is a repetition of dots 3 and 4. Write:

EXERCISE III

Add 7, 5, 3, and 1. Do $63 + 45 = 108$? Queen Bess ruled from 1558 to 1603. The river rose $5\frac{1}{2}$ feet after 6:30 P. M. Our bill at the hotel amounted to \$9.85.

"To *err* is human; to *forgive* divine." (Rule 6.)

These are the words of David: "How are the mighty fallen!"

Priscilla told him (and who would not have done so?) just what she thought of him.

Name. (Always to be the same to avoid confusion. See blank, page 23.)

Address (If using a temporary address give also the permanent one.)

Red Cross Chapter (Imperative, see blank, page 23.)

(If working with another organization or society mention that also)

(Always write name, address, etc., on every lesson both in Braille and in ink.)

LESSON FOUR

PART ONE

To save space and facilitate reading, certain groups of letters are represented by single characters known as contractions or signs.

There are two kinds of contractions, whole-word signs and part-word signs. Whole-word signs stand for whole words; part-word signs for groups of letters forming part of a word. There are certain rules governing the use of contractions.

Each letter of the alphabet when standing alone represents a whole word. A, I and O are whole words. The twenty-three other letters, excepting x and z, are the initial letters of the words they represent, and are sometimes called initial signs. (See alphabet page, lines 1, 2 and 3.) These must be memorized. All are easy except x which stands for (it) and z for (as). The latter may be remembered by the z sound in the word (as).

Note that these are whole-word signs only. When they are used in combination with other letters they are *only* letters. See rule 13 a for further illustration and explanation. Write the following, using the letters of the alphabet as whole words whenever possible:

EXERCISE IV

PART ONE (Send with Exercise IV Continued)

I do not like to go from home more than once every Sunday.
Can I do more for you than I have just done?
I have more knowledge of what I like than of what is good for me.
He has quite a good knowledge of people and is so very clever.
But rather than have it fail, do that.
Do you have to have knowledge to do a just deed?
It cannot be possible that you will not dine with us at our hotel!

PART TWO

There are six contractions which are both whole-word and part-word signs. They represent groups of letters which form an entire word and, when standing alone, mean that word. (See alphabet page, line 7.) The same character when combined with other letters is a part-word sign for the same group of letters. Example: the sign for (the) represents the word (the), but it may be used in (there) where it stands for the three letters of the sign. The same is true of (for) in (before); (of) in (soft); (and) in (stand); (with) in (withdraw); and (in) in (into). For practice, write the following words using contractions where indicated. Omit the parenthesis sign.

(the)n, (the)m, (the)y, (the)re(for), (the)ir, (the)se, (the)ater, fa(the)r, far(the)r, fur(the)r, ei(the)r, nei(the)r, clo(the), (for)ce, ef(for)t, (in)(for)m, st(and), comm(and), st(and)ard, s(of)t, (of)ten, ro(of), (with)(in), (with)er, m(in)d, f(in)d, l(in)ger, s(in)gle.

EXERCISE IV (Continued)

Write the following sentences which illustrate, and familiarize the student with the proper use of these signs:

Be of good cheer for the land is within reach. A stitch in time saves nine. I seldom go into the forest for I like to lie in the soft sand. It is comfort that I have made the effort. Then they offered the office to him as proof of their lofty esteem. She spoke softly as she went forward.

Name
Address
Red Cross Chapter.....
Other Organization, If Any.....

LESSON FIVE—CONTRACTIONS CONTINUED

PART ONE

There are four contractions which are both whole and part-word signs, but with different meanings. As whole words they represent shall, this, which, and out. As part-word signs they stand for the first two letters of these words, namely: sh, th, wh, and ou. (See alphabet page, line 8.) Thus the

sh-sign represents *shall when that word stands alone*, but in other words the same sign stands for the letters sh only. The same is true of the three other signs. Example: whole word (shall), part word a(sh)es, cra(sh); whole word (this), part word (th)ose, pa(th)os, wra(th); whole word (which), part word (wh)ole, no(wh)ere; whole word (out), part word (ou)tside, ab(ou)t, with(ou)t.

Note the difference between these four contractions and the six in the second part of Lesson 4. The latter when used as part-word signs represent all the letters contained in the whole word, while the four signs of this lesson when used as part-word signs only stand for the first two letters of the word. For further explanation see rule 13 b.

PART TWO

There are seven characters which are part-word signs and never represent a whole word. They represent the following combinations of letters: ar, ed, en, er, gh, ing, ow. (See alphabet page, line 8.) The following words illustrate their use: (ar)e, bo(ar)d, simil(ar); (ed)it, m(ed)itation, ne(ed); (en)list, m(en)tal, be(en), (er)ror, m(er)ely, che(er); (gh)ost, li(gh)t, hi(gh); t(ing)e; br(ing); (ow)e, kn(ow)n, bl(ow). Write the following:

EXERCISE V

(Sh-sign)

Shall Mrs. Shaw polish shoes or shall she shovel ashes?

(Th-sign)

This path leads north, this one south.

(Wh-sign)

Which vessel whistled as it neared the wharf?

(Ou-sign)

You should not go out into the country without your umbrella.

The men are lowering the red lights out of the window.

There is more danger from a pretended friend than from an open enemy.

The reference to that note should be written thus, *24c.

(Rules 11 and 12.)

"Did you pay \$3.50 for 'Kenilworth'?" asked William. "I like Chapters X and XVII best of all."

I prefer a tete-a-tete to an argument. (Rule 7.)

Shakespeare [1564—1616] wrote: "We fail! But screw your courage to the sticking-place, and we'll not fail."

COURAGE

Nothing great is lightly won;

Nothing won is lost.

Every good deed nobly done

Will repay the cost.

(Rule 5)

Name
 Address
 Red Cross Chapter.....
 Other Organization.....

LESSON SIX

You have now had all the symbols of the system save accented letter signs which are explained in rule 12 a and b. The explanations given in the first five lessons and the fourteen rules are intended to cover every point that may arise in transcribing. Before going further review carefully all the Braille characters, letters, punctuation marks and contraction signs. Compare those which resemble each other, such as letters e and i, en-sign and in-sign, letters f and d, h and j; letters m, u, sh-sign, ing-sign; letter n, ed-sign, the-sign, z or as-sign; o, and ow-sign; p, v, th-sign, number-sign; q, er-sign, of-sign, with-sign; r, and w; s, wh-sign, ar-sign, gh-sign; t, and ou-sign; y, and and-sign. These characters must be memorized and the difference between them well fixed in the mind. Some may be able to memorize them directly from the printed page. Others will learn them only by much practice in their use.

The fourteen rules must also be carefully reviewed and well understood. Special attention must be given to rules 8 and 9, which relate to the division of words into syllables. The Word List, pages 41 to 44, is suggestive but does not obviate the necessity of frequent reference to a dictionary. In the following lessons there will be no explanation given, only references to rules and previous instructions.

Because contractions save space and facilitate reading, all signs should always be used when their use does not violate some rule.

In order not to overlook combinations of letters which should be represented by a single character the transcriber is advised to go over the texts very carefully marking with pencil where contractions should be used. In Exercise VI the first paragraph is so marked.

Special points in this lesson are: capitalization, rule 2; paragraphing, rule 4 a; underlined words, rule 6 a; order of signs, rule 1 a; proper use of contractions in Berengaria, and February, rule 8; "You're willing?", rule 13 a. Write the following as directed in "How to Prepare Braille Manuscript," page 13, omitting parentheses which indicate contractions in first paragraph.

EXERCISE VI

REPORT (OF) A DISAST(ER)

Cra(sh)! black stillness (for) a mom(en)t; (the)n distant confusion (and) voices (of) many (people) w(er)e borne across (the) wat(er). Pass(en)g(er)s on (the) small vessel, Nancy Lee, ru(sh)(ed) to (the) wireless (of)fice, t(en)se (with) (the) (knowledge) (that) (the)se s(ou)nds port(en)d(ed) dang(er). Distress signals came (and) (the)n a name was fla(sh)(ed) "B(er)(en)garia".

The Nancy Lee changed her course and sped to lend a hand. The captain acknowledged that he had little hope of giving much assistance and he admitted, moreover, that it would endanger the lives of all on board. "You're willing?" he called loud enough for all those grouped on deck (everyone had assembled there, near the life-boats) to hear. Not one voice objected. For a moment nothing was heard but the rushing of the wind and the swish of the waves against the prow; then as one voice came the answer, "Yes."

On February 26, 1925, the newspapers announced that the following craft had never reached port: Polly B., Arthur Howard, Nancy Lee.

Name
Address
Red Cross Chapter.....
Other Organization.....

LESSON SEVEN

Special points in this lesson are: the writing of time according to rule 3 g; underlined words, rule 6 a; accent mark, rule 7; dash, rule 4 b; proper use of contractions in words like experience, Meridian, calisthenics, gather, mother, father, Mary, etc., rules 8 and 9; foreign names with accents, rule 7 c; foreign names without accents, rule 8 c; and compound phrases, rule 13 b. Write the following:

EXERCISE VII
A BIT OF CAMP EXPERIENCE

Camp Meridian,
July, 1925.

At 7 A. M. reveille; all up (awful!). After calisthenics and a dip in the lake we breakfast, get our tents in order, and gather for morning prayers at 8:45.

Many of the girls are New Yorkers and have been here before. Among the new ones are two little Hawaiian princesses, and they are huskies!

From 9:15 to 11:30 we are busy with horseback riding, nature walks, paddling or rowing, lessons in stenciling, basketry, jewelry, bookbinding, etc. Regular merry-go-round!

Some of the "old girls" come back as councilors. It is an honor. I hope to be one next year if—if father doesn't take us to Europe. Mother hints that he may, and Aunt Mary hopes we will visit her in England. Think of seeing Paris (which happens to mean meeting Clémenceau), Florence, Geneva and Berlin. Pledge you to secrecy!

How's your fiance? Cannot picture you engaged.

Name
Address
Red Cross Chapter.....
Other Organization.....

LESSON EIGHT

Because of their interest portions of an article by Helen Keller are printed below. Transcribe only the title and paragraphs 1, 4 and 5.

Special points in this lesson are: underlined words, rule 6 a and b; proper use of contractions in such words as benevolence, happiness, weary, handicapped, etc., rule 8.

WE WHO SIT APART

The rehabilitation of the handicapped is a noble benevolence. It cannot fail to enlist the cooperation of the public. The practical aspect of the work is most encouraging. The endeavor to fit men and women who are halted before the wall of a disability for self-support and happiness must needs appeal to the sympathies and good sense of every one. This is a long step from unredeeming charity. There is no doubt in my mind that we render the greatest service to the unfortunate when we enable them to feel that they are useful members of society, capable of working for others as well as for themselves. It seems to me, the goal of all philanthropy should be to bring about as nearly as possible equality of opportunity. This is the only constructive way to help—the only effective way of lightening the heavy and the weary weight of all this unintelligible world.

There is nothing under the sun more futile than comparisons. If we could read the minds of those whom we regard as prosperous, fortunate, happy, how often we should find them encumbered, disappointed, enduring life with stoicism, facing black prospects with enforced gaiety!

It is a delusion to think that what I cannot achieve now and here, deaf and blind, I could realize under different conditions. We cannot escape limitation in this sense-world. The power of effecting changes for the better is within ourselves, not in the favorableness of circumstances. We differ one from another, not so much in the severity of our handicap as in the way we meet it. If we succeed in wearing our crown of thorns with lifted head and smiling face, we prove ourselves equal to the difficult task of living. Without doubt, the overcoming of limitations develops the qualities we admire most in man—patience, sympathy, courage and magnanimity. The great and the good of all times and places bear witness to the potency of struggle in forming character. For character is like the fire within the flint—latent until it is struck out of the stone. Observing the flint-stone, who would think it contained the possibility of light? And so it is with the dark experiences of life. When they are met with courage, they give out sparks of spiritual light.

Personally, I find it is a great help to believe that my misfortunes were sent for a purpose, even if the purpose were only to discipline an impatient wilful nature. To conceive of them as punishments or accidents is intolerable. I can work with heart and mind and soul only when I realize that I shall gain spiritual strength by conquering obstacles. In the light of this belief, almost every situation in life offers opportunity for effort and even happiness. To face disaster with cheerful courage and faith is an achievement in itself, and

an enduring triumph. There is the thrill of adventure in the thought that we may be blazing trails through a dark world for those who come after us. With each victory we win we push forward a little the frontier of achievement.

The years have brought me a deepening sense of the universality of human experience. Every living creature is handicapped in one way or another. They live in nooks and crannies of the universe, and do their work in hard places. Whether they are happy or wretched depends a great deal upon their point of view. To many the battle is with blind forces, while others feel that they are marching abreast with an invisible army of progress and accomplishment. One conception is chilling and destructive of energy. The other is stimulating and constructive. I have come to the conclusion that we gain from life opportunity and happiness in proportion to the qualities of mind and heart we put into it:

Name
Address
Red Cross Chapter.....
Other Organization.....

LESSON NINE

Special points in this lesson are: writing poetry, rule 5, Roman numerals, rule 3 e; writing money, rule 3 d and f; a succession of dots, rule 10; underlined words, rule 6 a and b. Write the following exercise:

BLIND

The Spring blew trumpets of color;
Her Green sang in my brain—
I heard a blind man groping
“Tap—tap” with his cane;

I pitied him his blindness;
But can I boast, “I see?”
Perhaps there walks a spirit
Close by, who pities me,—

A spirit who hears me tapping
The five-sensed cane of mind
Amid such unguessed glories—
That I am worse than blind.

—Harry Kemp.

THE ATLANTIC'S BOOKSHELF

Vindication, by Stephen McKenna. Boston: Little, Brown & Company, 1924. 8 vo. X plus 390 pp. \$2.50. Vindication is a scientifically unimpassioned study of people who either have not yet socially arrived or have arrived long since and are now slipping from their social foothold . . .

American Artists, by Royal Cortissoz. New York: Charles Scribner's Sons, 1923. 12mo. Illustrated. XIV plus 361 pp. \$3.00. . . . As a masterpiece of luminous interpretation, the chapter on the Freer Museum makes a fit epilogue for the book. . . . Near the end, when Freer's adventures in collecting are mentioned, there is talk of a radiant little bowl—can so lovely a thing be a cheat? Mr. Freer, before buying, begs the immemorial privilege of rapping it with a pencil. The radiant bowl rings false. It is not the gem of rare pottery the dealer pretends; it is merely a bright counterfeit in lacquer, with a false heart of makeweight metal.

ADELINE ADAMS.

Name
 Address
 Red Cross Chapter.....
 Other Organization.....

LESSON TEN

Special points in this lesson are: the writing of fractions and mixed numbers, rules 3 b and c; the use of contractions in such words as Edith, originated, various, financial, evening, comedies, Barbara, rule 8; the asterisk, rule 11; money, rule 3 d and f; French quotations, rules 12 a and 1 a; single quotes and brackets, lesson 3; compound words and compound phrases, rule 13 a and b.

168½ Florida Avenue,
 Washington, D. C.

My dear Edith:

You will be interested to hear what I have been doing lately. I am learning to write Braille, which, as you probably know, is read by the blind. Braille was originated by a blind Frenchman, Louis Braille, in 1829, and various forms of it have been used in Europe and America ever since. Braille Grade One and a Half,* which I am studying, is the type officially adopted in this country, and a less highly contracted form than that used in England. When I have had the course of lessons, I plan to transcribe into Braille some interesting books.

I am enclosing a check for the money I owe you (\$4.67), and I am very sorry not to have sent it sooner, but my financial state has been rather low. I'm afraid you must have thought I had forgotten it. Everything is so expensive that I buy nothing I can do without.

This evening at 8:30 I am going out to hear a lecture by Monsieur G r me, un Fran ais. I expect to enjoy myself more than I did last night. I had met Helen the other day, and she said, "Have you seen 'Rose Marie'? It is fas-

* There are four grades of Braille. Grade One is in full spelling. Grade One and a Half has about forty abbreviations, and Grade Two (English) has nearly two hundred. Grade Three (English) is a highly contracted form for the use of students.

cinating!" So we went. The totem pole dance was clever and the Indian Love Call beautiful, yet I really don't like musical comedies. You've had proof of that.

Bought some writing-paper for Margaret with her monogram [M. S. L.]. Is that right? She is an out-and-out failure as a correspondent.

Do write soon. Love to you and yours.

Affectionately,
BARBARA.

Saturday.
Name
Address
Red Cross Chapter.....
Other Organization.....

The following is a test of the student's mastery of the preceding lessons. It is always to be submitted, for criticism, to the Director of Braille Transcribing. Those whose lessons have been corrected by a local teacher or leader have not filled out and sent to Washington the blank on page 23. They should send it with this Test.

TEST
A PAGE FROM FANNY'S DIARY
Paris, July 10, 1925

Fresh clear day. Went to Versailles on the 10:30 A. M. train. Just think what a wonderful time Louis XV and his court must have had in those days of Bourbon splendour! "Did ever the sun shine on such a King before, in such a palace—with his red-heeled shoes 'that lifted him four inches from the ground',—"

However, I prefer Fontainebleau (liveable palace) with its reminders of the great Henry—"La mémoire de Henri sera toujours chère aux Français."

Lunched at a café in the Avenue du Roi where they asked us 26 fr. each [$\frac{1}{2}$ a liter of wine included], but that is not more than \$1.25 in American money.

Visited St. Cyr with its military school of 1,200 cadets. Profited by listening to the cultivated French of the officer who showed us about. The lessons at home were an out-and-out failure to accustom me to the Niagara-like rapidity of French speech.

Am reading every book I can to improve my knowledge of the language. Rather like one by Romain Rolland recall hearing Prof. Strowski* of the Sorbonne say he is one of the political "school" in the French literary world.

Name
Address
Red Cross Chapter.....
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* Now Exchange Professor at Columbia University.

Revised Rules

These rules conform to those authorized by the Uniform Type Commission (Revised* Braille for Reading and Writing, Grade One and a Half.) The additions are for the convenience of transcribers, and to clarify doubtful points.

Rule 1, Use and Order of Signs.

In the use and order of punctuation signs the practice of ordinary print should be followed.

(a) When any or all of the following signs come into conjunction observe the order given here: opening quotation mark, italic sign, letter sign, apostrophe, capital sign. When a closing quote and period come into conjunction follow ink print.

(b) When the *number sign and apostrophe* come into conjunction as in '25 (1925) the number sign should precede the apostrophe which stands for omitted figures and could not be mistaken for a figure.

Rule 2, Capitalization.

The *capital sign*, dot 6, is placed immediately before a letter to indicate that such letter is a capital, and before a word to indicate that the first letter of the word is a capital, whether the word is spelled out, begins with a part-word sign, or is represented by a whole-word sign. Never separate a capital sign from its letter.

(a) When words are written in all capitals, large or small, double the capital sign before each word so written. Words of one letter, such as "A", "I", and "O", require but *one capital sign*.

(b) Single letters standing for whole words, and characters representing more than one letter (when written in all capitals) require *two capital signs*.

(c) The parts of a *compound word or phrase* must be capitalized separately.

Rule 3, Numerals.

Numbers are expressed by placing the number sign, dots 2, 4, 5, 6 before the first ten letters of the alphabet.

Letter j represents the cypher, not letter o. In a series of numbers put the number sign before each separate number, as the space between numbers destroys the value of a preceding number sign.

Figure 1 displays a 2x4 grid of dot patterns. The top row shows the number 1, 23, 405, and Slate. The bottom row shows 405, 23, 1, and Slate. Each number is represented by a unique arrangement of dots on a grid.



* "Revised" is no longer a part of the official name.

(a) In other respects both cardinal and ordinal numbers follow the practice of ordinary print. When writing 2nd, 4th, etc., leave no space between the figure and the letters which follow, as in no case could the letters be mistaken for figures. If written 2d the letter sign should be used between the figure and letter. 2nd is preferable in Braille.



(b) *Fractions* are written thus: number sign, numerator, fraction line, denominator.

Writer $\frac{1}{4}$  $\frac{1}{4}$ Slate 



(c) *Mixed numbers* are written thus: number sign, whole number, hyphen, numerator, fraction line, denominator.

Writer $7\frac{1}{2}$  $7\frac{1}{2}$ Slate 

(d) *Decimals* are written thus: 6.78—number sign, 6, decimal sign, 78.

Writer 6.78  6.78 Slate 

Where decimals are expressed without whole numbers as .09 or .57 the numeral sign immediately precedes the decimal sign.

Writer .09  .09 Slate 

The *decimal sign* in Braille is dots 2-6. (See alphabet page, line 4.) *Do not use the period.*


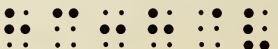
(e) *Roman numerals* are capital letters subject to rule 2, and references to chapter, page, and verse should follow the practice of ordinary print. *Single Roman numerals*, as I, V, X need but *one capital sign*. *Do not use the number sign.*

(f) The letters d, l and lb, when standing immediately before the number sign indicate *dollars*, *pounds sterling*, and *pounds weight*, respectively.

Writer \$22  £11  33 lb.  33 lb.  £11  \$22 Slate 

Other abbreviations for money, weight, etc., conform to ink print practice.

(g) *Time*, as 10:30, is written: number sign, 10, colon, 30. Leave no space on either side of the colon and do not repeat the number sign.

Writer 10:30  10:30 Slate 

Rule 4, Spacing.

One clear space or cell should be left between words and sentences.

(a) *Paragraphs begin in the third cell* of a new line. Leave two clear spaces from the margin, and in the third cell write the quotation mark, capital sign, or whatever character begins the paragraph. (See model page of text, page 47.)

(c) *All punctuation marks, except the asterisk, belong to words which they precede or follow and are never separated from them by a space. Leave a space after a comma unless followed by another punctuation mark.*

(d) In ending a line of Braille it sometimes appears that a word must be hyphenated and the closing syllable carried over to the next line. The closing syllable may be ing, ed, or some other which is represented by a single character. Realize that such a closing syllable can be written in the space where it seems natural to put a hyphen. If followed by a mark of punctuation which cannot be put on the same line the last syllable and punctuation may be carried over, or the punctuation mark may be put in the margin if not too extremely close to the edge.

Poetry is written line for line as in ordinary print. Leave a blank line between verses.

(a) When a line of ink print exceeds one line of Braille the part carried over should be indented several spaces. The same applies when alternate lines are shorter. The long line should begin at the margin. Do not paragraph.

The italic sign, dots 2-6, is placed immediately before a word to indicate that the word is italicized.

(a) *Underlined words* are indicated in Braille by the italic sign. When *names of publications, foreign words, etc.*, are printed in slightly different type, they should be italicized in Braille. This calls the touch reader's attention to any variation in print.

(b) When a paragraph or sentence of *more than three words is italicized* indicate it in Braille by putting a double italic sign before the first word of the italicized portion and a single italic sign before its last word. The parts of a compound word or phrase must be italicized separately.

The accent sign, dot 2 is placed before all letters and syllables which in ordinary print have an accent or other marking, as résumé, blesséd. In résumé dot 2 comes immediately before each accented e: in blesséd before the ed-sign.

Figure 1 shows a 2x5 grid of dot patterns. The top row represents the word 'résumé' and the bottom row represents the word 'blesséd'. Each word is represented by a 3x5 grid of dots. The words are written in a stylized font. The grid is labeled 'Writer' on the left and 'Slate' on the right. The words are 'résumé' and 'blesséd'.

(a) Dot 2 stands for no special accent. It is used to indicate the foreign accent marks customarily printed in *Anglicized words*, like: café, matinée, château, rôle, coördinate, portière, cañon, etc. All such words are found in the English dictionary. Should the text omit accent marks from such Anglicized words, follow text.

(b) Words in *languages other than French* for whose accented letters we have no Braille equivalent, come under this rule.

(c) The accent mark used in anglicized words does not prevent the proper use of contractions.

Rule 8, Syllabication. (See Word List, page 41.)

Contractions should not be used where they overlap syllables. All the letters of a contraction must be within a syllable. Example, fa-(the)r, mo(th)-(er). Note that the letters THE occur in both words. In FA-THER the the-sign may be used as its letters all fall into a syllable. In MOTH-ER, the the-sign may *not* be used as the letters th are in one syllable and e in another.

(a) The contractions most often wrongly used are en, in, and ar. Examples: ave-nue, happi-ness, li-bra-ry. No contractions may be used in these words.

(b) The ar-sign is seldom used in words ending in *ary*, *arious*, *aried*, *arily*. Exceptions: bleary, dreary, chary, hoary, vinegary, teary, glary, and beggary. In general these words were complete before the y was added. The er-sign is commonly used in words ending in *ery*.

(c) Foreign words whose syllabication is doubtful may be written in full spelling. When such words have become familiar and are found in the Dictionary they should be contracted.

(d) At the end of a line divide words properly, that is, between syllables, even though such division sacrifices considerable space. *Never divide a word of one syllable* as co-me. How would such a division look in an ink print book?

(e) Our authority on syllabication is Funk & Wagnalls New Standard Dictionary. (See Dictionary, page 12.) Transcribers will know whether the syllable divisions used by them are justified by their dictionaries, even though proof-readers (blind) report according to the Funk & Wagnalls Dictionary recommended by the Uniform Type Commission.

Rule 9.

Where a word may, in accordance with Rule 8, be contracted in two ways, experience has shown one contraction and a letter preferable to two contractions. Example: (the)n is preferable to (th)(en), ei(the)r is preferable to ei(th)(er). (See Word List, page 41.)

Rule 10, Succession of Dots.

An ellipsis (succession of dots in ink print) is expressed in Braille by a repetition (three times) of dot 4. For clearness of reading leave a space before

the first dot and after the last dot, except when followed by a mark of punctuation, when there should be no space after the last dot.

Rule 11, Foot-notes.

Marginal or foot-notes when not too long should be placed at the bottom of the page or at the end of the chapter or volume, and referred to by the asterisk or by the asterisk immediately followed by a numeral sign and number. Such references should be preceded and followed by one clear space or cell.

Rule 12, Letter Sign.

The letter-sign, dots 4-6, is placed before a letter when necessary to distinguish it from a whole-word sign or from a number, as in cases where a lettered division of a numbered paragraph is referred to.

| | | | | | | |
|--------|-----|--|--|--|-----|-------|
| Writer | 22b | | | | | |
| | | | | | | |
| | | | | | 22b | Slate |

Here the letter sign should be inserted between the figure and the letter, with no other space.

(a) In writing French words and sentences, signs are used to represent accented letters. (See alphabet page, last line.) These characters are used in place of letters, and since they have a different meaning in English words, the accented letter value is indicated by placing the letter sign before such words. (French accents enable a reader to understand and pronounce French words.)

(b) Use no contractions in French quotations appearing in an English text, as the French contractions are different. Use no contractions in truly French words. Contractions may be used in French words and proper names in common use, as they appear in the dictionary where their division into syllables is shown.

| | | | | | | | |
|--------|--------|--|--|--|--|--------|-------|
| Writer | élèves | | | | | | |
| | | | | | | | |
| | | | | | | élèves | Slate |

(c) The Braille signs for diæresis and diphthongs are shown on the alphabet page. We do not recommend their use except in works of a technical nature. It seems better to spell out the word than to use such signs.

Rule 13.

Embossed books shall be in full spelling with no contractions, or fully contracted, using all the signs of the system. Unless otherwise arranged for *hand-copied books are to be in fully contracted Braille*. There are few calls for books in full spelling.

(a) Letters when standing alone represent whole words. They do not, however, carry their whole-word value when combined with other letters, or

when they appear in compound words or phrases. Example: e when alone stands for *every*, but the word everybody cannot be written eboddy. W stands for *will* but wing does not stand for willing; t stands for *that*, but t's does not stand for that's; x stands for *it*, but xs and x's do not stand for its and it's; y stands for *you* but yr does not stand for your, nor y're for you're, or y'll for you'll, etc. *No letter of the alphabet is ever a part-word sign.* No letter of the alphabet ever has a whole-word value when a part of a single word, compound word or compound phrase. L cannot be used for like in *likely, childlike, like-minded, bell-like, like-as-we-lie.*

(b) Contractions having both part-word and whole-word values, as dots 1-2-6 for sh and shall, and dots 1-3-4-6 for ou and out do not have whole-word values in single words, compound words, or phrases. Example: dots 1-3-4-6 do not stand for *out* in words like *about, outside, without, knock-out, out-and-out*, but for ou only—t must be added. Similarly dots 1-4-6 do not stand for *which* in *whichever*, nor dots 1-2-6 for *shall* in *marshall*. When used in any words, single or compound, a sign having both part-word and whole-word values represents the two letter combination only.

(c) *The End* (in all caps) should be placed at the end of a completed manuscript, in the center of the remaining space on the page. *End of Volume* (add the volume number in Roman numerals) should be placed at the end of each completed volume.

(d) The page number should be placed in the *very end of the top line* (see model page of text, page 47) with not less than *three clear spaces between it and the book title*. Do not write "page", nor put a period after the page number. *Number the pages* of a book consecutively *throughout all volumes*. Do not begin each volume with page 1. Title and contents pages should not be numbered. Number the pages of a preface or foreword in Roman numerals.

Rule 14.

Transcribers must know these rules. Doubtful points can almost invariably be cleared by reference to them. If not, consult the Chapter Chairman of Braille or the Director of Braille Transcribing.

(a) For choice of material for a fifty (50) page manuscript to be submitted toward a certificate. (See *Trial Manuscript*, page 15.) (See *Selection of Material* for work after certification, page 16.)

Word List

Showing words often divided wrongly, calling attention to the different division of derivatives from the same root, and indicating where contractions may and may not be used.

Authority—Funk & Wagnalls *New Standard Dictionary* (unabridged) and *Desk Standard Dictionary*. (See rule 8 e and “A Dictionary”, page 12.)

The Funk & Wagnalls Unabridged Dictionary gives four rules for the Division of Words into Syllables.

a-ban-don
a-bom-i-na-ble
ab-sti-n(en)ce
ac-kn(ow)l-(ed)g(ed)
a-e-ri-al
a-(er)-o-plane
a(in)'t
(and)
An-d(er)-son
An-drew
ap-pa-ra-tus
ap-p(ar)-(en)t
(Ar)-ab
A-ra-bi-a
a-re-a
a-re-na
(ar)e-n't
a-ri(th)-me-tic
(ar)-i(th)-met-i-cal
a-r(ou)nd
(ar)-rive
(ar)-te-ri-al
(ar)-t(er)-y
(ar)-til-l(er)-y
(Ar)-(th)ur
(as)
av-a-ri-ce
av-e-nue

b(and)-age
b(and)-ag(ed)
ban-dit
b(ar)-b(ar)-i-ty
b(ar)-ba-r(ou)s
ba(the)
ba(the)d
bat-t(er)-y
be(en)
be-(for)e
b(en)-e-fit
be-nea(th)
be-twe(en)
bran-di(sh)
brea(the)
br(ing)-(ing)

bro(th)-(er)
bus-i-ness
(but)
cab-i-net
Cal-i-(for)-ni-a
cam-(er)-a
(can)
can-dle
can-dy
can-not
ca-re(er)
ca-ress
cat-a-ract
Ca(th)-a-r(in)e
ca-(the)-dral
ce-d(ar)
c(ed)e
cem-e-t(er)-y
ce-re-al
chan-de-li(er)
chap-(er)-on
cha-rade
ch(ar)-i-ty
Chi-na
Cl(ar)a
clo(the)s
c(of)-fee
c(of)-f(in)
com-e-dies
com-(for)t
com-man-dant
com-m(and)-(ed)
com-man-de(er)
com-m(and)-(er)
con-ge-nial
con-ti-n(en)t
con-t(in)-g(en)t
con-ve-ni(en)t
c(ou)n-te-nance
cre-d(en)ce
cr(ed)-it
cr(ed)-i-tor
crim-i-nal

d(ed)-i-cate
de-duce
def-i-nite
de-ni(ed)
des-ti-ny
de-t(er)-mi-na-tion
d(in)-gy
d(in)-(ing)
dis-crim-i-nate
dis-t(in)-gui(sh)
(do)
dom-i-nate
dre(ar)-y
dw(in)-dle

(ed)ge
e-dict
E-di(th)
E-di-tion
(ed)-i-tor
(ed)-u-cate
ef-(for)t
ei-(the)r
e-lim-i-nate
em-p(er)-or
(en)-am-ell(ed)
(en)-gi-ne(er)
e-nor-m(ou)s
e-n(ou)(gh)
e-nu-m(er)-ate
e-ra
e-rad-i-cate
(er)r
Es-pe-ran-to
e-(the)r
eve-n(ing)
(every)
eve-ry-body
eve-ry-(th)(ing)
ex-am-i-na-tion
ex-am-(in)e
ex-pe-ri-(en)ce
ex-p(er)-i-m(en)t
ex-traor-di-na-ry

| | | |
|-------------------|-------------------------|--------------------------|
| f(ar)-(the)r | im-ag-i-na-tion | ma(in)-ta(in) |
| fas-ci-nate | im-me-di-ate-ly | ma(in)-te-nance |
| fa-(the)r | im-mi-n(en)t | ma-la-ri-a |
| fea(th)-(er) | im-pe-ri-al | mal-(for)-ma-tion |
| Feb-ru-a-ry | im-p(er)-ti-n(en)t | man-da-r(in) |
| fe(ed) | (in) | M(ar)ch |
| fem-i-n(in)e | (in)-com-pa-ra-ble | M(ar)-ga-ret |
| fe-ro-ci(ou)s | (in)-de-f(in)-a-ble | Ma-rie |
| fi(er)ce | (in)-fe-ri-or | ma-r(in)e |
| fi-nal | (in)-fi-nite | m(ar)-i-n(er) |
| fi-nance | (in)-f(in)-i-tes-i-mal | Ma-ry |
| fi-nan-cial | (in)-f(in)-i-ty | ma-te-ri-al |
| f(in)-an-ci(er) | (in)-g(en)-i-(ou)s* | me-an-d(er) |
| f(in)-g(er) | (in)-ge-nu-i-ty | m(ed)-al |
| Flan-d(er)s | (in)-g(en)-u-(ou)s | m(ed)-dl(ed) |
| (for) | (in)-gre-di-(en)t | me-dic-i-nal |
| (for)ce | ir-rep-a-ra-ble | m(ed)-i-c(in)e |
| (for)d | (it) | me-di-o-cre |
| fo-r(en)-sic | | M(ed)-i-t(er)-ra-ne-an |
| (for)k | Jan-u-a-ry | me-ni-al |
| (for)m | j(ar)-di-ni(er)e | mem-o-ran-dum |
| (for)-tune | je(er) | m(en)-ace |
| (for)-ty | Je-ru-sa-lem | me-nag-(er)-ie |
| fo-rum | j(in)-gle | m(en)d |
| free-dom | ju-ve-nile | m(en)-u |
| fr(ing)e | (just) | m(er)-ce-na-ry |
| (from) | | |
| fur-(the)r | kan-ga-roo | M(er)-e-di(th) |
| | k(in)d | mil-i-ta-ry |
| ga-rage | k(in)-d(er)-g(ar)-t(en) | mil-li-n(er) |
| ga(th)-(er) | k(ing) | m(in)d |
| g(en)-(er)-ate | kni(gh)t | m(in)-gle |
| ge-nial | (knowledge) | m(in)-(er) |
| gen-i-us* | | mi-nor |
| ge-ra-ni-um | lac-(er)-ate | m(in)-ute (noun) |
| (gh)ast-ly | l(and) | mi-nute (adjective) |
| (gh)ost | l(ar)-ce-ny | mis-(for)-tune |
| gl(ar)-y | l(ar)ge | mis-(in)-(for)m |
| (go) | la(the) | (more) |
| gran-deur | la(th)-(er) | more-o-v(er) |
| gre-nade | lea(th)-(er) | mo(th)-(er) |
| gr(en)-a-di(er) | l(ed) | mys-te-ri-(ou)s |
| | l(ed)g-(er) | mys-t(er)-y |
| h(and)-i-capp(ed) | le(er) | |
| han-dle | le-ni-(en)t | n(ar)-r(ow) |
| han-dl(ing) | li-bra-ry | Naz-a-re(th) |
| h(and)-y | li(gh)t-h(ou)se | ne(ar) |
| (have) | (like) | nec-es-sa-ry |
| h(ed)ge | l(in)-(en) | ne(ed) |
| he-ro | l(in)-g(er) | ne(ed)-(ed) |
| h(er)-o-(in)e | l(in)-ge-rie | nee-dle |
| h(er)-o-ism | lit-(er)-a-ry | nei-(the)r |
| h(in)-d(er) | loa(the) | nom-i-nate |
| h(ing)e | l(ow) | nor(th)-(er)n |
| ho(ar)-y | lu-mi-n(ou)s | (not) |
| ho(of) | | not-(with)-st(and)-(ing) |
| | ma-ch(in)e | n(ow) |
| il-lu-mi-nate | ma-ch(in)-(er)-y | no-(wh)(er)e |

* The "New Standard Dictionary" (unabridged) gives ge-nius and (in)-ge-ni(ou)s, but the publishers state that they will be corrected in the next edition.

o(ar)
 o-be-di(en)t
 ob-lit(er)-ate
 oc-to-ge-na-ri-an
 (of)
 (of)-fi-c(er)
 (of)-t(en)
 o-p(en)-(ing)
 op-(er)-a
 o-p(in)-ion
 or-di-na-ry
 or-i-g(in)
 o-rig-i-nal
 o-rig-i-nat-(ed)
 o(th)-(er)
 (ou)(gh)t
 (out)
 (ou)t-(er)
 o-v(er)
 o-v(er)-p(ow)-(er)
 (ow)e
 O-w(en)
 (ow)n

 pan-de-mo-ni-um
 pan-(the)r
 pa-rade
 p(ar)-(en)t
 pa-r(en)-tal
 pa-r(en)-(the)-sis
 pa-role
 pa-(the)t-ic
 pe-cu-ni-a-ry
 p(ed)-dl(er)
 pe-des-tri-an
 pe(er)
 pe-nal
 pe-n(in)-su-l(ar)
 (people)
 p(er)-fo-rate
 p(er)-(for)m
 pe-ri-od
 p(er)-i(sh)
 p(er)-p(en)-dic-u-l(ar)
 p(er)-ti-n(en)t
 phe-nom-e-non
 pi(er)
 pre-ca-ri-(ou)s
 pre-ce-d(en)ce
 prec-e-d(en)t
 pr(ed)-e-c-es-sor
 pre-lim-i-na-ry
 prep-a-ra-tion
 pre-p(ar)e
 pre-pos-t(er)-(ou)s
 pres-(en)t (noun)
 pre-s(en)t (verb)
 pri-ma-ry
 pro-fess
 pr(of)-it
 prom-e-nade
 pro(of)

pre-des-ti-na-tion
 pr(ed)-i-cate

 que(en)
 que-ry
 (quite)

 ra(in)
 ran-dom
 r(ar)e
 ra(sh)
 (rather)
 re-c(ed)e
 r(ed)
 re-duce
 re-(en)-(for)c(ed)
 re-(for)m
 ref-or-ma-tion (state of
 being reformed)
 re-(for)-ma-tion (second
 formation in order)
 rem-e-dy
 rem-i-nis-c(en)ce
 ret-i-na
 rev-e-nue
 r(ing)
 Ri-vi-e-ra
 ro(of)
 r(ou)(gh)
 r(ow)

 sal-a-ry
 sal-u-ta-ry
 sanc-tu-a-ry
 s(and)
 san-dal
 s(and)-y
 sc(en)-(er)-y
 scru-ti-ny
 sec-re-ta-ry
 se(ed)
 se(en)
 see(the)
 sem-i-na-ry
 sep-a-rate
 s(er)-e-nade
 se-r(en)e
 se-ries
 se-ri-(ou)s
 (shall)
 (sh)(ar)e
 (sh)(ar)p
 (sh)e
 (sh)(ed)
 (sh)e(er)
 (sh)(in)-gle
 (sh)(in)-(ing)
 s(in)
 s(in)-c(er)e
 s(ing)
 s(ing)-(er)
 s(ing)(ed)

s(ing)-(ing)
 s(in)-gle
 s(in)-gu-l(ar)
 slan-d(er)
 (so)
 so-fa
 s(of)t
 s(of)-t(en)(ed)
 sol-i-ta-ry
 soo(th)
 soo(the)
 s(ou)(th)-(er)n
 s(ou)-ve-nir
 sp(ar)e
 spe(ed)
 spr(ing)
 squan-d(er)
 st(and)
 st(and)-(ar)d
 st(and)-(ing)
 ste(er)
 ste(er)-(ing)
 ste-nog-ra-ph(er)
 st(en)-o-graph-ic
 st(ing)
 sub-or-di-nate
 suc-ce(ed)
 su-pe-ri-or
 Sw(ed)e
 Swe-d(en)
 sw(in)-dle
 sw(ing)
 sym-pa-(the)t-ic

te(ar)-y
 tem-po-ra-ry
 te-na-ci(ou)s
 t(en)(th)
 (that)
 (the)
 (the)-a-t(er)
 (the)ir
 (the)m
 (the)n
 (the)re
 (the)re-(for)e
 (the)se
 (this)
 (th)(ou)(gh)t
 ti-ny
 to-ge(th)-(er)
 to-w(ar)d
 trag-e-dy
 trans-(for)m
 tr(ou)-s(er)s

ul-te-ri-or
 un-d(er)-st(and)-(ing)
 u-ni-(for)m
 u-nion
 (us)

u(sh)-(er)
u-su-al

van-dal
va-ri(ed)
va-ri-e-ty
va-ri-(ou)s
va-ry

ve-ne(er)
V(en)-ice
Ve-ni-tian

Ve-nus
ve-ran-da

(very)
vet-(er)-i-na-ry
vol-un-ta-ry

wan-d(er)

wa-ry
wea-ri(ed)
wea-ri-ness
wea-ry
wea(th)-(er)

we(ed)
(wh)ale
(wh)(ar)f
(wh)at
(wh)eat
(wh)ee-dle
(wh)eel
(which)
(wh)e(th)-(er)

(will)
will-(ing)
w(ing)
w(ing)(ed)

(with)
(with)-(in)
(with)-(er)
(with)-(ou)t
(with)-st(and)

ye(ar)
(you)
y(ou)'ll
y(ou)ng
y(ou)'re
y(ou)r
y(ou)(th)
y(ou)'ve

ze-ni(th)
ze-ro

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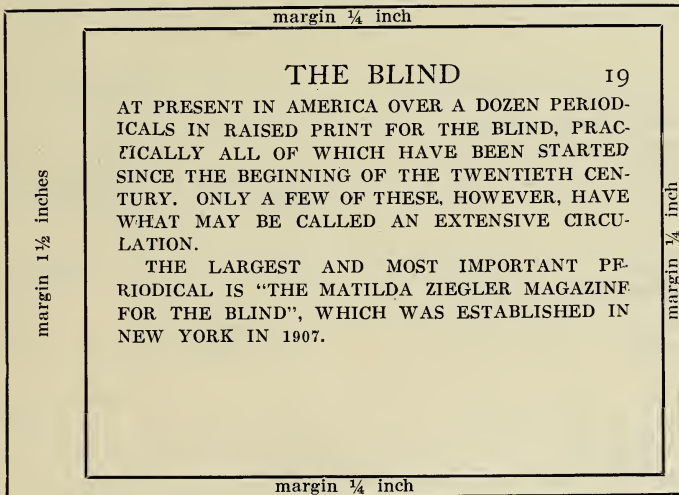
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PAT. JAN 21, 1908

